



Assessment Status 2018

Program: Higher Education and Student Affairs, MA

Date: Fall 2018

| | Yes | No | Comments |
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| Are PLOs approved and posted on website? | Y | | PLOs updated during 15/16 academic year |
| Is there a current curriculum map? | | N | In progress |
| Has a rubric been developed for at least one PLO? | Y | | Yes, a rubric has been created for all PLOs for HESA |
| Has a direct assignment been identified? | Y | | Yes; will use culminating capstone assignment |
| Is the annual assessment plan complete? | | N | To be completed in the Fall 2018 semester |
| Are student entry and exit surveys reviewed? | | N | Exit survey implemented 2014-2016; to be revised and implemented 2019 |
| Has program review been completed for this cycle? | | N | New program in 2012; program review AY19/20 |
| Has the action plan been completed? | | | n/a |
| What actions have the program taken as a result of annual assessment or program review? | | | n/a |

HESA PLO Rubric

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| <p>Evaluation Criterion 1 Distinguish and evaluate the different <i>functional areas</i> (CAS) of higher education programs and services and how inequity manifests within the structures of each.</p> | <p>Student can name a significant number (~60%) of CAS-defined functional areas.</p> <p>Student demonstrates a nuanced understanding of how these different areas function in terms of all of the roles and responsibility played in students' experiences and within higher education more broadly.</p> <p>Student is able to evaluate specific and distinct ways structural inequity is exhibited within different areas of colleges/universities.</p> | <p>Student can name a significant number (~40%) of CAS-defined functional areas.</p> <p>Student demonstrates a general understanding of how these different areas function in terms of roles and responsibility played in students' experiences and within higher education more broadly.</p> <p>Student is able to evaluate general ways structural inequity is exhibited within different areas of colleges/universities.</p> | <p>Student can name a small number (~20%) of CAS-defined functional areas.</p> <p>Student demonstrates a limited understanding of how these different areas function in terms of roles and responsibility played in students' experiences and within higher education more broadly.</p> <p>Student is able to evaluate general ways inequity on the individual level is exhibited within different areas of colleges/universities.</p> | <p>Student can name only the CAS-defined functional areas that they have closely experienced.</p> <p>Student demonstrates a limited understanding of how these different areas function in terms of roles and responsibility played in students' experiences, but not within higher education more broadly.</p> <p>Student is able to evaluate general ways inequity on the individual level is exhibited within different areas of colleges/universities.</p> |
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| Evaluation Criterion 2 | Performance Criteria Level 1 (highest) | Performance Criteria Level 2 | Performance Criteria Level 3 | Performance Criteria Level 4 (lowest) |
|--|--|---|--|---|
| <p>Develop an integrated knowledge of access, equity/inequity and oppression through a lens that incorporates lived experience, research and theory, and socioemotional awareness.</p> | <p>Student demonstrates depth and complexity in the frameworks developed that incorporate a great extent of lived experience, research and theory, and socioemotional awareness.</p> | <p>Student demonstrates understanding of interconnections between experience, research, and socioemotional awareness and competency in application of framework to situations.</p> | <p>Students cannot develop integrated frameworks but maintains siloed categories of deep understanding.</p> | <p>Students maintain siloed understanding of lenses of experience, research, and socioemotional awareness and lack depth of understanding social justice concepts</p> |
| | <p>Student can deeply and clearly define access, equity/inequity and oppression as interconnected concepts within higher education and society more broadly.</p> | <p>Students offer general definitions of access, equity/inequity and oppression and they reflect shallow connection to concepts within higher education and society more broadly.</p> | <p>Students' definitions of access, equity/inequity, and oppression do not connect to concepts within higher education and society more broadly.</p> | <p>Students cannot define access, equity/inequity, and oppression.</p> |

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| | Students can articulate own definition of social justice in higher education that reflects their own lived experience, research and theory, and socioemotional awareness and incorporates an in-depth and integrated understanding of access, equity/inequity and oppression. | Student definition of social justice generally reflects integrated understanding of experience, research, socioemotional awareness, access, inequity, and oppression. | Students' definition of social justice fails to reflect integrated understanding of experience, research, and/or socioemotional awareness and/or does not incorporate understanding of inequity and oppression. | Students cannot articulate own definition of social justice. |
| Evaluation Criterion 3 | Performance Criteria Level 1 (highest) | Performance Criteria Level 2 | Performance Criteria Level 3 | Performance Criteria Level 4 (lowest) |
| Deconstruct the current context of higher education to recognize its interactions with broader political and structural challenges to equity and social justice. | Demonstrate depth and complexity in recognition of impacts of inequity more broadly within political and structural systems on inequity in higher education. | Demonstrates general understanding of impacts of societal inequity on inequity in higher education. | Demonstrates narrow scope in understanding of impacts of societal inequity on inequity in higher education. | Does not recognize impacts of inequity from society more broadly on that in higher education. |
| | Demonstrate depth and breadth of awareness of role of higher education in promoting social | Demonstrates general understanding of role of higher education in promoting social justice | Demonstrates narrow understanding of role of higher education in promoting social justice | Lacks awareness of role of higher education in promoting social justice |

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| | justice within societal structures. | within societal structures. | within societal structures. | within society more broadly. |
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